

GUIDED READING PROGRAM

Text Types



These are the cards that go with Level M of the Guided Reading Program: Text Types.
There is one card for each book in the level, as follows:

- **Baby Animals**
- **The Case of the Groaning Ghost (A Jigsaw Jones Mystery)**
- **Class President (Marvin Redpost)**
- **Flat Stanley**
- **Goldilocks and the Three Bears**
- **The Lamb Who Came for Dinner**
- **Miss Smith's Incredible Storybook**
- **No Messin' with My Lesson (Katie Kazoo, Switcheroo)**
- **Oh No, It's Robert**
- **Who Eats What? Food Chains and Food Webs**

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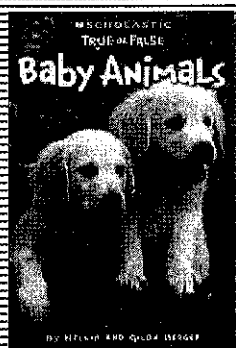
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Baby Animals

**GUIDED
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PROGRAM**
Text Types



Summary & Standard

Interesting facts about a variety of baby animals are presented in a question-and-answer format. Children will use pictures and context to assist comprehension.

Authors: Melvin and Gilda Berger

Genre: Informational Text

Text Type: Picture Book

Word Count: 250+

Theme/Idea: amazing facts about familiar and not-so-familiar baby animals

Making Connections: Text to World

Most children will be familiar with many of the animals in this book. Turn randomly to different pages and ask children what they know about the animal featured on the page.

Extend the real-world connection by asking how children have learned what they know about animals—from books, television shows, or zoos? Tell children that in this book, they will learn facts about many kinds of animals, focusing on baby animals.

For more information about animals, see <http://www.denverzoo.org/animals/mammals.asp>.

Vocabulary

Essential Words: alert, breathing, frequently, hatch, mammal, sensitive, substance, surface

Related Words for Discussion: fragile, nurture, protect, raising, safety

Genre/Text Type

Informational Text/Picture Book Remind children that informational text gives facts about a topic. This informational text includes photos that help inform the reader.

Supportive Book Features

Text The book follows a repetitive text pattern. Statements are given followed by the question *True or False?* on each right-hand page. The following left-hand page contains the answer, *True! or False!*, as well as other facts. Engaging photographs enhance the text, and an index helps children find specific animals.

Vocabulary Context clues and photographs help children understand the meanings of unfamiliar words.

Praise children for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Explain to children the order in which to read the text. First, read the statement and question; next, turn the page and read the answer; then, read the paragraph that contains facts; last, read the text in the circle, which provides additional information.

Content The book is filled with information. You may wish to divide the book into smaller sections and assign these sections to groups of children to read. Have children take notes as they read about the animals, and then gather as one group to discuss all the animals.

ELL Bridge

Go through the book as a group and list new vocabulary words on the board, organized by animal. Then have children practice using new words by asking and answering questions about each animal. Start by having more proficient children ask questions, with the rest of the children answering. For alligators, a child might ask, *What is a baby alligator called?* (a hatchling)

LEVEL M

Developing Comprehension

Thinking Within the Text

Have children choose two baby animal groups to compare and contrast, such as turtle babies and robin babies; robin babies and penguin babies; puppies and kittens.

Thinking Beyond the Text

After they have read the book, have children choose another animal that could be added to the text. Have children volunteer any information they know about the animal. Then have the group research the animal on the Internet and make an additional entry on chart paper.

Thinking About the Text

Have children notice how the author begins each section with a statement and the question *True or False?* Ask: *Why do you think the author chose to write the book this way?* (The statement grabs the readers' attention, makes them want to find out if the statement is true or false, and encourages them to read all about the animal to find out.)

Visualizing

Tell children that an author chooses words to help readers visualize or create pictures in readers' minds about how something looks. Sometimes a writer will choose a familiar image that may help readers visualize another image.

- Have children turn to page 8. Read aloud the third sentence. The author compares the size of a hatchling to a pencil. Discuss with children how the comparison helps them visualize the size of a baby alligator.
- Have children look for comparisons the author uses to help readers visualize what happens. For example, look at *The "blow" looks like a very high fountain mist or spray* (page 18); *At birth, a joey is about the size of a bean* (page 36); *The group is like a nursery, with mothers taking turns caring for the youngsters* (page 40).

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Context Clues

Remind children that context clues can help them read and understand new words. Context clues can come from both the pictures and the text that surround an unknown word.

- Read from page 36: *As soon as it is born, it crawls inside a special pouch on its mother's belly. The pouch is like a large pocket. Say: I want to know what pouch means. I read that a pouch is like a pocket on the mother's belly. The picture shows the joey's head sticking out of a space on the mother's belly. That space must be the pouch.*
- Continue with *grasp* on page 46.

Developing Fluency

Model how to pronounce difficult words, such as *fertilizes*. Have children repeat the word aloud. Then have them choral-read the sentence containing the word using proper pace, phrasing, and intonation.

Oral Language/Conversation

Talk About Baby Care Discuss how human babies are cared for by their parents. Ask: *What animals care for their babies in a similar way?*

Extending Meaning Through Writing

- Have each child choose one animal and write descriptions of the baby and adult animals. Encourage children to emphasize differences in appearance. (**Descriptive**)
- Have children choose one of the animals and write a paragraph about why it would or would not make a good pet. (**Persuasive**)

Connecting to Everyday Literacy

This book includes information about robins. Ask: *What do people sometimes do to make it easier for some birds to find food?* Explain that some people make bird feeders to help local birds get the food they need. To connect students to real-world procedural text, share directions for making a bird feeder. Go to <http://pbskids.org/zoom/activities/sci/birdfeeder.html>.

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The Case of the Groaning Ghost (A Jigsaw Jones Mystery)

**GUIDED
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Text Types



Summary & Standard

When several classmates have trouble with ghosts, the detective team of Jigsaw Jones and his friend Mila sort through the clues to solve the mystery while dealing with Bobby Solofsky, the ghostbuster. Children will read to comprehend basic plots of a variety of fiction genres.

Author: James Preller

Genre: Mystery

Text Type: Series Book

Word Count: 250+

Theme/Idea: solving mysteries by sticking to the facts; jumping to conclusions

LEVEL M

Making Connections: Text to Self

Children may have had the experience of being blamed for doing something they did not do. Or children may have blamed someone else for doing something that person did not do. Ask: *Have you ever blamed someone for something without knowing all the details and facts?*

Extend the connection by explaining that the mystery in this book is linked to Bobby Solofsky, a classmate who is a thorn in the side of Jigsaw Jones. Jigsaw, the main character, jumps to the conclusion that Bobby must be up to no good, forgetting that detectives should analyze facts and not let feelings impede solving the mystery.

For additional resources about mysteries, see <http://www.kidsloveamystery.com>.

Vocabulary

Essential Words: client, clue, detective, expert, haunted, ignore, reputation

Related Words for Discussion: conclusion, guilty, innocent, proof, suspect

Genre/Text Type

Mystery/Series Book Remind children that a mystery is a story about a puzzling event. In this series book, children get to know characters they can follow in other stories.

Supportive Book Features

Text Each short, titled chapter depicts events in chronological order which make the plot easy to follow. Each chapter also has illustrations that provide text support.

Content The story is told in the first person point of view by the main character, Jigsaw Jones. The tone is conversational, as if Jigsaw is talking to the reader. He gives background information and explanations for things, such as the code he uses on page 49.

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text This mystery is one of a series of books with Jigsaw Jones as the main character. The author builds background information in the first chapter for children who have not read the other books. As he refers to his other books in this story, let children know that they can enjoy this book without having read the others in the series.

Vocabulary Help children use context to understand challenging words that are above their reading level, such as *fuming* on page 9. Use the sentences before and after to guide children to understand that Jigsaw is angry.

ELL Bridge

Review the words *mystery*, *clue*, and *detective*. Help children become detectives by articulating the clues to the mystery. As a clue is presented in the story, discuss it with children, and guide them to retell the clue as you write it on a chart or on the board. After each chapter, stop and review the clues listed so far. Ask about each: *Is this clue still helpful or not?*

Developing Comprehension

Thinking Within the Text

Have children discuss the “clues” on pages 58–60: the jelly on the light switch, the walkie-talkie, the open window. Ask children to write a prediction based on these clues and to check their prediction later in the story.

Thinking Beyond the Text

Have children think about the explanation Bobby gives on pages 81–82 about how he was trying to help Arnie make friends by tricking the other children. Say: *Do you think being dishonest is ever really helpful?* Discuss other dishonest ways people sometimes try to help others, such as lying about or covering up something they did.

Thinking About the Text

Point out the author’s use of alliteration, similes, and other types of figurative language to create humorous descriptions, such as “watching Solofsky hop around like a hyena with hiccups.” Have children find other examples of figurative language in the story and tell why they add humor to the text.

Drawing Conclusions

Remind children that to solve a mystery they need to use the clues in the story and their prior knowledge to draw conclusions. Readers combine this information to form ideas about the story. Say:

- On page 13, Jigsaw asks, “How come there were suddenly so many ghosts in town?” and “Why did everyone think Bobby could get rid of them? Draw a conclusion before reading pages 14–15. Then continue and check your conclusion against the one Jigsaw and Mila draw from the questions.
- Have children read pages 34–36 and draw conclusions about Arnie and Bobby.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher’s Guide*.

Developing Phonics and Word-Solving Strategies

Words With -ed

Remind children that the letters -ed at the end of a word can stand for the sounds /t/, /d/, or /ed/. Discuss how the ending changes an action word to show that the action happened in the past.

- Read page 12 and have children find words with -ed. (muttered, looked, sighed, wanted, boasted) For each word, ask: *What sound does the ending stand for in this word?* Have children identify other past tense verbs with the ending -ed as they continue to read.

Developing Fluency

Model fluent reading of pages 1–2. Point out the metaphors at the bottom of page 1 that Jigsaw uses to describe Bobby Solofsky. Read the metaphors expressively. Have partners practice reading the metaphors and then read the two full pages.

Oral Language/Conversation

Talk About Jumping to Conclusions Discuss how Jigsaw jumps to the conclusion that Bobby is guilty before he has proof.

Extending Meaning Through Writing

- Have children look at the story written in class on pages 40–41. Have them use the story as a model and write a real-life story about something scary. (**Narrative**)
- Have children write a list of metaphors to describe someone they like or dislike as Jigsaw does on page 1. (**List**)

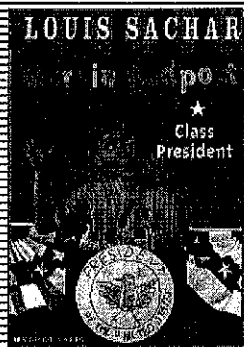
Connecting to Everyday Literacy

On page 49, Jigsaw sends a secret message in code to Mila and then explains how to figure out the code. Link to real-world procedural text by sharing a message in code and giving the step-by-step directions for cracking the code. For more information on creating codes and writing messages, go to <http://www2.scholastic.com/browse/lessonplan.jsp?id=446>.

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Class President (Marvin Redpost)

**GUIDED
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Text Types



Summary & Standard

When the president of the United States unexpectedly visits their classroom, Marvin Redpost and his friends must learn how to think quickly. Children will independently relate prior knowledge to what is read and use it to aid in comprehension.

Author: Louis Sachar
Genre: Realistic Fiction
Text Type: Series Book

Word Count: 250+

Theme/Idea: dealing with the unexpected; feeling nervous in a classroom setting

Making Connections: Text to Self

At some time, most children have had feelings of anxiety at school. Discuss situations that may cause children to be anxious. Ask: *Why were you nervous? What did you do to calm yourself? Did you find that your worries were unnecessary?*

Extend the connection by telling children that *Marvin Redpost, Class President* is the fifth book in a series. Explain that in this book, Marvin must overcome his nervousness when the president of the United States visits his classroom. Ask: *Why would meeting the president make someone nervous?*

For more about other Marvin Redpost books, see <http://www.louissachar.com/Marvin.htm>.

Vocabulary

Essential Words: awe, citizen, opportunity, respectful, security

Related Words for Discussion: anxious, attentive, considerate, nervous, pride

Genre/Text Type

Realistic Fiction/Series Book Remind children that realistic fiction is a made-up story that could exist in real life. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text The typeface is large and easy to read, and many sentences are short. Black-and-white illustrations help readers visualize the characters and events in the story.

Content Children will most likely be able to relate to Marvin's excitement about "hole day," his nervousness about solving the math problem, and his apprehension about speaking to the president. Children may also know people like Marvin's classmates.

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text There are places where dashes or ellipses abruptly end sentences. Point out examples (e.g., pages 10 and 15) and discuss why the author used these marks instead of completing the sentences. Italics are used to show Marvin's thoughts, onomatopoeia, and emphasis. Be sure children understand all applications.

Vocabulary The story uses grade-level vocabulary, but children may need help with idioms: *came up with something* (page 41); *head was spinning* (page 53); *mess up* (page 66).

LEVEL M

ELL Bridge

Tell children that action verbs are words that name actions. On the board, write action verbs or phrases from the story, such as *gasp* (page 11) and *wiggled her hand* (page 31). Explain what each one means and have children pantomime its meaning with you. Ask partners to find other verbs in the story and act them out. Have the group guess the action verbs and list them.

Developing Comprehension

Thinking Within the Text

Ask children to identify the reason for the president's visit to the school. Have children name some of the third graders' responses to the president's question about ways of being a good citizen. Ask: *What did the president think of the children's responses?*

Thinking Beyond the Text

Remind children that Marvin was nervous about asking the president his question, especially since the class didn't have much time to prepare before their special guest arrived. Ask: *Do you think Marvin would have had these same feelings if he'd had more time to get ready for the president's visit? Can it sometimes be a good thing NOT to have a lot of time to prepare for something? Why?*

Thinking About the Text

Have children notice how the author builds tension as the story progresses. Ask: *How did being ninth in line to ask his question create a problem for Marvin? Why did Marvin become more anxious as others asked their questions?*

Understanding Character

Remind children that to understand a story character, it is important to pay attention to what he or she thinks, says, and does.

- With children, make a character web for Marvin. Write *Marvin* in the middle of the web and have children name traits that describe him. Write responses in the outer circles of the web. Read each trait aloud and ask volunteers to cite details from the story that support it.
- Continue by making character webs for Mrs. North and for the president. Have children give examples from the story that illustrate each trait. Ask children if each of these people is someone they would like to know. Why?

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Words With Hard and Soft c

Remind children that *c* stands for the soft sound /s/ when followed by *i*, *e*, or *y*. Then explain that *c* stands for the hard sound /k/ when followed by *a*, *o*, or *u*.

- Write *citizen* and *country* (page 38) on the board and read the words aloud with children. Ask if the *c* in each word is soft or hard. Continue with *security* (page 14), *recess* (page 16), *second* and *pencil* (page 20). Have children look for other words with hard or soft *c* as they read.

Developing Fluency

Model reading aloud a page containing dashes or ellipses, emphasizing phrasing, pauses, and pace. Have children read another page that contains these punctuation marks, repeating it until they read fluently.

Oral Language/Conversation

Talk About Pride Discuss why Mrs. North was proud of the class after the president's visit. Ask why her students should have felt proud, too.

Extending Meaning Through Writing

- Have children write a list of questions they might ask the president of the United States if he visited their class. (**List**)
- Have children write an additional chapter for the book telling what they think will happen next. (**Narrative**)

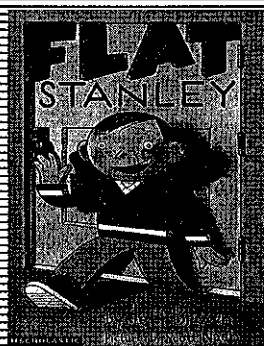
Connecting to Everyday Literacy

Explain that the back covers of books often contain a short summary. Share the short summary of the story of *Marvin Redpost, Class President*. Ask: *Why do you think publishers include this feature?* To link children to other examples of this kind of real-world expository text, go to http://www.scholastic.com/kids/stacks/books/?lt=stacks/nav/books_and_authors. Share summaries of popular children's literature.

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Flat Stanley

GUIDED
READING
PROGRAM
Text Type



Summary & Standard

When a bulletin board falls and lands on Stanley one night, he wakes up as flat as a pancake. Stanley enjoys many adventures that only a boy who is flat could experience, but eventually he tires of his new shape and just wants to be like other boys. Children will distinguish fantasy from reality.

Author: Jeff Brown

Genre: Fantasy

Text Type: Series Book

Word Count: 250+

Theme/Idea: dealing with change;
appreciating our differences

Making Connections: Text to Self

At some time, most children have wished that they were taller, shorter, older, or younger. Oftentimes, children notice changes in their appearance as they grow that they like, and some that they might not like. Ask children to compare how they look now with how they looked when they were younger.

Explain that in this fantasy, a boy wakes up one morning to a big change—he is only half an inch thick. Have children predict places Stanley might go now that he is flat. Then discuss some problems his new shape might cause.

For more about Flat Stanley, see <http://www.flatstanleybooks.com/teachers.aspx>.

Vocabulary

Essential Words: apologized, disguise, enormous, measurements, politeness

Related Words for Discussion: celebrity, famous, notorious, privacy, recognition

Genre/Text Type

Fantasy/Series Book Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text Children will find the art engaging and interesting. The text relies mostly on high-frequency or decodable words.

Vocabulary Most words in the book will be familiar to children. The more difficult words can be defined through the use of context and picture clues.

Praise children for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Children may not understand that hyphenation between one line and the next means that a word has been broken into two parts. Model how to read the hyphenated words. (For example, page 2 *peo-ple*, page 6 *experi-ence*) Then, let children find and read aloud more examples of words that have been hyphenated for this reason.

Content Children may question why Stanley’s parents would allow him to be mailed to California in an envelope or to face dangerous robbers in a museum at night. Remind children that this story is a fantasy and contains humorous events that could not happen in real life.

ELL Bridge

Help children use story elements to identify whether events are fantasy or reality. Draw attention to an illustration as you make a statement that is either fantasy or reality. For example: *A bulletin board fell down.* (reality) *Stanley was smashed flat.* (fantasy) *Dr. Dan examined Stanley.* (reality) *Stanley was half an inch thick.* (fantasy) Then have children take turns giving statements that the group judges as fantastical or realistic.

LEVEL M

Developing Comprehension

Thinking Within the Text

Have children retell the events of the story, making a list of the activities Stanley is able to do because of his new shape. Discuss how Stanley feels at the beginning of the story and how this changes by the end.

Thinking Beyond the Text

For a while, Stanley made the best of his new flat shape and did things that he could do only because he was flat. Talk with children about making the best of situations that happen in their lives. Give some examples: *Growing too tall and outgrowing your favorite clothes means getting different clothes. Going to a new school means making new friends.* Ask children for more examples.

Thinking About the Text

Have children note how the author uses illustrations to help tell the story. Then have partners compare what they read on a page with the details they picked up from the page's illustration. Ask: *How do the words and pictures work together to tell the story?*

Distinguishing Fantasy From Reality

Remind children that some stories have events that can happen in real life and other events that are make-believe. Explain that it is important to be able to tell the difference between fantasy and reality when reading. Ask:

- After reading page 2: *If a bulletin board fell on you while you were sleeping, would you become flat as a pancake? What might really happen?*
- After reading pages 16–20: *What would really happen if you put a sandwich in an envelope and mailed it?*
- After reading pages 28–32: *It's fun to fly a real kite. Why can't a boy be a kite?*

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Comparatives: -er, -est

Explain that -er is added to a word to compare two things and -est is added to compare more than two things.

- Write this on the board: *Stanley got bigger and bigger.* Explain that the word *bigger* compares two things: how Stanley is now with how he was before.
- Invite children to use these adjectives from the story in sentences: *flatter, higher, smartest, happiest.* Note the -er and -est endings.

Developing Fluency

Have children do repeated readings of the book until they feel comfortable with their fluency. Then have them record themselves reading the book and place the tape in a listening center.

Oral Language/Conversation

Talk About Fame Discuss how Stanley suddenly became famous and how being famous can be both good and bad.

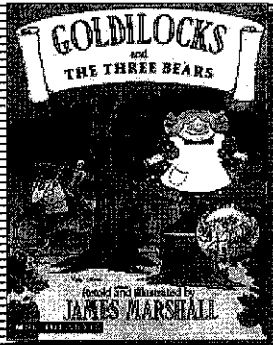
Extending Meaning Through Writing

- Have children write a fantasy about things they would do if they were flat. (**Narrative**)
- Have children imagine that Flat Stanley was going to visit their school. Ask them to prepare a list of questions they would ask Stanley about his life as a flat person. (**List**)

Connecting to Everyday Literacy

After Stanley helped catch the thieves, his picture was in the newspaper. To link to real-world expository text, share a newspaper article and point out how newspaper articles include the five *Ws*—*who, what, where, when, and why*. Have children tell what the five *Ws* might have been for the newspaper article about Stanley's good deed. For more examples of expository text types, go to <http://pbskids.org/dragonflytv/show/kites.html>.

Goldilocks and the Three Bears



Summary & Standard

Goldilocks learns the importance of listening to her mother and respecting the property of others in this humorous retelling of the classic fairy tale. Children will comprehend basic plots of a variety of fiction genres.

Author: retold by James Marshall

Word Count: 250+

Genre: Folktale

Theme/Idea: respecting the property of others; understanding the importance of rules

Text Type: Picture Book

Making Connections: Text to Text

Ask children to name folktales with which they are familiar, summarizing the most important details of the more common responses.

Explain that long ago, folktales were shared orally rather than being read from books. Each person telling the story would make little changes to it. In this way, different versions of the story were passed on. Point out that even today, authors sometimes retell a folktale in their own way. Note that in this humorous version, Goldilocks is a naughty child who gets herself into trouble.

For another version of the folktale to use for comparison, see <http://ivyjoy.com/fables/goldilocks.html>.

Vocabulary

Essential Words: charm, naughty, porridge, proper, scald, tuck

Related Words for Discussion: catastrophe, consequences, dilapidated, emergency, trespass

Genre

Folktale/Picture Book Remind children that a folktale is a story that has been passed down through generations by word of mouth. The illustrations help the reader enjoy the imaginary characters and situations.

Supportive Book Features

Text Colorful, highly detailed illustrations support the text and add humor. Dialogue enhances the plot and moves the story along.

Vocabulary Children will be able to decode and comprehend most of the vocabulary. Context clues assist them with more unusual expressions such as *smithereens*, *snooze*, and *egad*.

Praise children for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text The long, complex sentence structures and certain vocabulary may be difficult for some children. Longer sentences wrap lines, which will help children break them into phrases. Help children read the text within the illustrations and see the details, which add to the story.

Content The plot of the story will be recognizable, but some children may be confused by the changes this author has included. Point out that this is a retelling, which means that the author did not write the original story but put his own creative touches on a story that already existed. Explain that this is why this version of the story may be different from the other versions of the story that they may have heard before.

ELL Bridge

Have children use time-order words to articulate the story’s sequence of events. Write the following on word cards: *once*, *one morning*, *meanwhile*, *while*, *a few minutes later*, *next*, *then*, *until*, *now*, *soon*, and *at first*. Explain that these time-order words show the order in which things happen. As you read aloud, have children match each word or phrase to its appearance in the story.

Developing Comprehension

Thinking Within the Text

Have children retell the sequence of events, using time-order words such as *first*, *next*, *after that*, and *last*. Ask children to identify the patterns of three that occur in the story.

Thinking Beyond the Text

Explain that folktales have certain characteristics in common. Ask: *How is this story similar to other folktales you have read? How is it different?* Have children explain their responses.

Thinking About the Text

Have children look carefully at the illustrations and compare them with the information stated in the text. Explain that illustrations can help us better understand the text. Point out the sleeping cats in the first-page illustration. Ask: *How does this illustration support the idea that Goldilocks isn't such a sweet child?*

Recognizing Sequence

Remind children that sequence is the order in which events take place. Time-order words, such as *first*, *next*, and *finally*, offer clues to the sequence of events in a story and move the story along.

- Point out how the story begins: *Once there was*. Point out that many folktales begin with the word *once*. Have children tell how fairy tales they have read begin. (Once upon a time)
- On page 6, identify the word *Meanwhile*. Explain that this time-order word signals events that are happening at the same time. (Note: Book pages are not numbered. Page 1 is the title page.) Ask: *What was happening as the bears sat down to breakfast?* (Goldilocks was taking the shortcut.)
- As children read, have them identify other time-order words that point out sequence.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Antonyms

Remind children that antonyms are words that have opposite meanings. Antonyms are sometimes used to make comparisons in a text.

- Explain that antonyms appear throughout this folktale. Point out that the antonyms *hard* and *soft* describe the chairs. Then ask: *Which antonyms describe the porridge?* (hot/cold) *The beds?* (high/low)
- Point out that on page 3, someone called Goldilocks a sweet child when just the opposite is true. Have children read page 4 to find an antonym for *sweet*. (naughty)

Developing Fluency

Do an echo reading of pages 8–9 to provide a model of fluent reading. Read a sentence aloud and have children repeat after you, asking them to mimic your expression, intonation, and phrasing.

Oral Language/Conversation

Talk About Trespassing Discuss why people post “No Trespassing” signs and what the consequences of ignoring such signs might be.

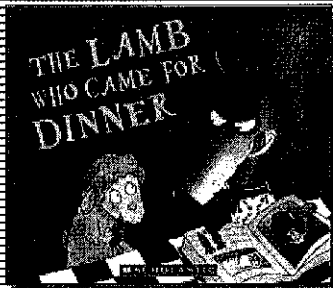
Extending Meaning Through Writing

- Have children pretend to be Goldilocks and write a letter of apology to the bears. (**Letter**)
- Have children write a story in which Baby Bear wanders into Goldilocks's home one afternoon. (**Narrative**)

Connecting to Everyday Literacy

In the story, Goldilocks does not follow her mother's rules and as a result finds herself in a dangerous situation. Ask: *What rules do you follow to keep yourself safe?* To link children to real-world procedural text, display a list of safety rules that children should follow at school. Have volunteers explain what can happen if a rule is not followed. For examples of safety rules that people should follow when riding bicycles, go to <http://www.nhtsa.gov/people/injury/childps/PlayItSafeWeb/pages/RulesoftheRoad.htm>.

The Lamb Who Came for Dinner



Summary & Standard

A hungry old wolf sees the perfect opportunity to have a tasty lamb stew for dinner when a cold little lamb knocks on his door. But as the evening wears on, the wolf discovers a feeling tugging at his heart that overtakes his hunger. Children will read for personal fulfillment.

Author: Steve Smallman

Word Count: 250+

Genre: Fantasy

Theme/Idea: discovering friendship in an unusual setting; allowing ourselves to change our thinking

Text Type: Picture Book

Making Connections: Text to Text

Many familiar fairy tales, such as *The Three Little Pigs* or *Little Red Riding Hood*, tell stories about wolves that eat people or other animals. Encourage children to share some examples. Extend the connection by telling children that in *The Lamb Who Came for Dinner*, the old wolf begins the story with an appetite for the lamb but changes his mind after spending time with her. Ask children to compare this plot with that of other well-known wolf tales.

For examples of tales with wolves as characters, see <http://library.thinkquest.org/03oct/00343/fairytalesindex.htm>.

Vocabulary

Essential Words: delicious, indigestion, snickering, thaw, wearily

Related Words for Discussion: appreciate, compassion, concern, depend

Genre/Text Type

Fantasy/Picture Book Remind children that a fantasy is a story that could not happen in the real world. The illustrations help the reader picture fantastical characters, settings, and events.

Supportive Book Features

Text Vivid, detailed illustrations support the text and help readers follow the action of the story.

Content Children should be able to follow the wolf's train of thought as his feelings of hunger change to feelings of friendship and caring.

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Many words are presented in all capital letters or set at an angle for emphasis. Children may be confused by the sequence on pages 18–19 where the wolf is imagining the bad things that might happen to the lamb in the woods. (Note: Book pages are not numbered. The title page is page 1.) Explain that these things are happening only in the wolf's imagination.

Vocabulary Help children understand why the lamb names herself *Sue* and the wolf *Woof* on page 15. Children may need to have the phrase *give me strength* (page 15) defined for them. Explain that the wolf does not need physical strength, but instead needs the willpower to keep from eating the lamb.

ELL Bridge

Demonstrate for children how to act out the meaning of some of the action verbs in the story. Begin by reminding children that an action verb tells what someone or something does. Select several verbs from the book, such as *gobbled*, *moaned*, *snuggled*, and *twirled*. Explain the meaning of each word. Then have children act out the verbs for review. Write each verb on a paper and place the strips in a container. Have children pick a slip of paper and act out the verb.

Developing Comprehension

Thinking Within the Text

Discuss how the wolf's feelings toward the lamb change over the course of the story. Have children identify the lamb's actions that move the wolf toward feelings of affection for the lamb, noting places where the wolf uses variations of the phrase "I can't eat a lamb ..."

Thinking Beyond the Text

Have children name some of the characteristics usually assigned to a big bad wolf character in a story. Then have them identify ways the wolf in this story is similar to and different from other fictional wolves. Discuss the lesson children can learn from reading about how this wolf changes from the beginning of the story to the end.

Thinking About the Text

Discuss with children some of the ways that the author and illustrator work together to create humor in this story. For example, examine the slapstick humor of the spread on pages 8–9 when the wolf tries to cure the lamb of hiccups. Ask: *How do the illustrations add to the humor of this situation? What other funny illustrations can you find in this story?*

Understanding Cause and Effect

Remind children that an effect is what happens; a cause is the reason why it happens. Help children identify and understand cause-and-effect relationships in the book.

- Turn to page 4 and ask children why the wolf puts the lamb next to the fire to thaw. (He can't eat a lamb that's frozen because he doesn't like frozen food.) Note that the cause is that the lamb is frozen and the effect is that the wolf must thaw her.
- Challenge children to identify and explain other cause-and-effect relationships, such as what causes the wolf to decide not to eat the lamb after all.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Figurative Language: Onomatopoeia

Remind children that onomatopoeic words imitate the sounds they are describing. Note that this story uses many onomatopoeic words to depict the action of the narrative.

- Identify examples of onomatopoeia, such as *KNOCK! KNOCK!* (page 3), *HIC, HIC, HICCUP!* (page 7), *SMACK!* (page 15), and *BANG!* (page 15). Have children act out each word and tell what it describes. Challenge children to locate and discuss other examples of onomatopoeia.

Developing Fluency

Read aloud a page, modeling how expert readers pay attention to punctuation and adjust their pace to convey emotion. Use an eventful passage, such as on page 22. Then have children read with you.

Oral Language/Conversation

Talk About Friendship Discuss how getting to know someone better can change how you feel about him or her and how you act toward that person.

Extending Meaning Through Writing

- Ask children to write a paragraph describing the relationship between the wolf and the lamb. (**Descriptive**)
- Have children write a journal entry by the lamb retelling the events of the story. (**Narrative**)

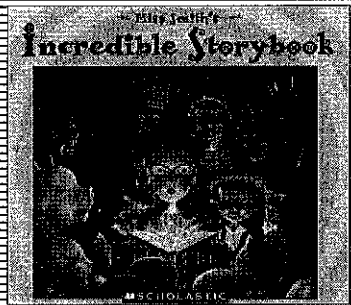
Connecting to Everyday Literacy

The wolf looks up a recipe to turn his vegetable soup into lamb stew. Display a recipe for vegetable soup to link children to real-world procedural text. Talk with children about what information must be included in a recipe and why it is necessary to follow the recipe directions in order. For more examples of procedural text, see <http://www.cookingwithkids.com/pep/soup/veg.html>.

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Miss Smith's Incredible Storybook

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

As Zack waits for his second-grade teacher on the first day of school, he anticipates a boring school year. Finally she appears, and when she begins to read from a storybook she has brought to class, wild and wonderful things happen. Children will distinguish fantasy from reality.

Author: Michael Garland

Genre: Fantasy

Text Type: Series Book

Word Count: 250+

Theme/Idea: the adventures reading can bring; figuring out a solution to a problem

Making Connections: Text to Text

Ask children to think of a familiar story, such as "Goldilocks and the Three Bears." Tell children to imagine that the characters in the story could come to life as they are reading it. Ask: *Which story characters would you most like to meet? Which characters might you try to avoid?* List children's responses on the board.

Explain that Michael Garland, the author of this book, imagined that storybook characters could come to life. Then he wrote this book and drew the pictures for it.

To learn more about Michael Garland, go to <http://www.garlandpicturebooks.com/garlandpicturebooks.com/Home.html>.

Vocabulary

Essential Words: adventure, chaos, characters, incredible, spellbound, whooshed

Related Words for Discussion: event, fantasy, illustration, magical, plot

Genre/Text Type

Fantasy/Series Book Remind children that a fantasy is a story that could not happen in the real world. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text Each spread is illustrated with colorful pictures that depict story events. The pictures also enhance the text by conveying additional information about characters and events.

Vocabulary The illustrations provide strong context clues for unfamiliar words. For example, the illustration on pages 18–19 clearly suggests the meaning of the word *chaos*, as used in this sentence on page 19: *The chaos was beginning to spill out into the halls.* (Note: Book pages are not numbered. Page 1 is the dedication.)

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text Children might be confused by text that appears in some of the illustrations. Explain that "The Clash," which appears on a button on Miss Smith's jacket, is a British rock group. Also explain that the sign on the Mad Hatter's hat refers to shillings and sixpence in British money.

Content Children may be unfamiliar with some of the storybook characters shown in the illustrations. Help them by calling on volunteers to identify characters, as well as the stories in which the characters appear.

LEVEL M

ELL Bridge

Have partners practice picture/name correspondence. One child should point to a character in an illustration, such as a pirate, while the other child should name the character. Children should take turns pointing out and naming characters, helping each other as necessary. They may be able to supply the proper names of some characters, such as Little Red Riding Hood.

Developing Comprehension

Thinking Within the Text

Have children relate the main events that make up the plot of the story. Remind them to tell the events in the correct order, or sequence. Suggest children use details from the illustrations to help them in this process.

Thinking Beyond the Text

Ask children to think about the behavior of some of the storybook characters shown in the illustrations. Ask: *In this story, do these storybook characters behave the way you would expect them to behave? Why or why not?* Have children compare and contrast how the characters behave in this story with how they behave in their own stories.

Thinking About the Text

Have children think about the way in which the storybook characters come to life. Ask: *What special powers does Miss Smith seem to have? How does Miss Smith use her powers to restore order to the classroom?* Help children recognize foreshadowing by asking: *What clues does the author give you at the beginning of the story that Miss Smith might be special?* Have children support their responses with evidence from the text and the illustrations.

Understanding Genre: Fantasy

Remind children that fantasy tells a story that could not happen in the real world. Explain, however, that fantasy may include characters that could exist in real life and events that could actually happen. Point out that in fantasy, characters that could be real often do things that could not happen in the real world. Ask:

- Which events in this story could happen in real life? Which events are fantasy?
- Which characters could exist in the real world? Which ones could not?
- Which characters do things that could not happen in real life? What do they do?

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Words With Long o

Remind children that the long o sound is /ō/ and may be spelled o, o_e, or ow.

- Ask children to find words with /ō/ spelled o, o_e, or ow on page 12 (*going, over*), on page 16 (*whole*), on page 25 (*know*), and on page 28 (*closed, open, so*).

Developing Fluency

Working in pairs, children should choose a favorite part of the story and take turns reading pages. Ask children to focus on their phrasing—chunking meaningful phrases and pausing at punctuation as they read.

Oral Language/Conversation

Talk About Illustrations Have children select an illustration and talk about how it shows an important event in the story's plot.

Extending Meaning Through Writing

- Have children write and illustrate a story about an adventure they have with storybook characters who come to life. (**Narrative**)
- Have children write a letter to a storybook character they would like to meet. In the letter, they should try to persuade the character to come to life. (**Persuasive**)

Connecting to Everyday Literacy

When Principal Rittenrotten begins to read, a fire-breathing dragon leaps out of the storybook. This dragon is shown in many of the book's illustrations, starting on page 11. Tell children that although dragons are generally fantasy characters, children can learn about a real animal called a Komodo dragon in nonfiction books, encyclopedias, and websites. To link students to real-world expository text about Komodo dragons, go to http://www.honolulu zoo.org/komodo_dragon.htm.

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No Messin' with My Lesson (Katie Kazoo, Switcheroo)

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

When third grader Katie magically turns into her teacher, she must find a way to tame a room of unruly students. Children will comprehend basic plots of a variety of fiction genres.

Author: Nancy Krulik
Genre: Fantasy
Text Type: Series Book

Word Count: 250+

Theme/Idea: walking in someone else's shoes; being honest with others

LEVEL M

Making Connections: Text to Self

Explain that in this book a magic wind causes the main character to trade places with her teacher.

Ask: If you could trade places with a teacher, which teacher would you choose to trade places with? If you could trade places with anyone else in the world, whom would you pick? Why?

Extend the connection by asking children to discuss why it might be fun to experience life as a different person. *Ask: Do you think it might be fun to be a different person living in a different time?*

For an online history game that allows children to experience life as a child from another era, see http://pbskids.org/stantonanthony/day_in_life.html.

Vocabulary

Essential Words: contest, honest, judge, magic, strict, trouble, wish

Related Words for Discussion: consideration, feelings, honesty, hurt, truth

Genre/Text Type

Fantasy/Series Book Remind children that a fantasy is a story that could not happen in the real world. In this series book, students get to know characters they can then follow in other stories.

Supportive Book Features

Text The story unfolds over the course of several short chapters. Illustrations depict key events in the plot.

Content The setting and characters will be familiar to children. Readers will easily relate to the interaction among friends and the informal way they talk to each other.

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

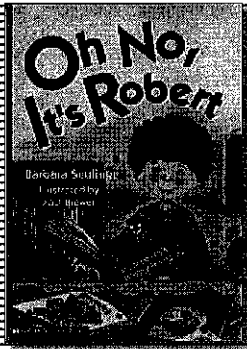
Text Children may struggle to follow conversations that involve many different characters. Guide children to look closely at the use of quotation marks to indicate each speaker's words and use speech tags to keep track of who is speaking. Point out the graphic use of three Xs on page 5 to indicate a break in the text.

Vocabulary Though children will understand most of the vocabulary, they may struggle to read some of the longer words, including *sympathetically* (page 4) and *consideration* (page 69). Help children pronounce these words. Make sure children understand the meaning of each word as it is used in the sentence. Provide definitions when necessary.

ELL Bridge

As a group, create a title for each chapter. List the titles on a chart, leaving space after each title for a summary statement. After reading, have children work with a partner to write a summary statement for the chapter. Invite partners to share their statements and discuss them as a group. Then record a group summary statement on the chart. Invite children to use the completed chart to retell the story to a partner.

Oh No, It's Robert



Summary & Standard

Robert struggles in school, but when his teacher holds a contest, Robert's work improves while he helps others, befriends a bully, and learns about friendship. Children will read a variety of genres to better understand various aspects of the human experience.

Author: Barbara Seuling
Genre: Realistic Fiction
Text Type: Series Book

Word Count: 250+

Theme/Idea: working towards a goal; helping others

Making Connections: Text to Self

Have children think about which school subjects they like best and like least. Ask children what motivates them to work hard at subjects, whether they like them or not. Ask: *Does it make you work harder if you know you will get a reward? Do you feel rewarded just by finishing and doing a good job?*

Continue the discussion by talking about what kinds of rewards children like best and brainstorm ideas for classroom rewards.

For an article about rewarding children for good grades, see <http://www2.scholastic.com/browse/article.jsp?id=3745989>

Vocabulary

Essential Words: accomplishments, advertise, applauded, assembly, awe, certificate, monitor, nourishment, nutritious, pitiful, responsibilities

Related Words for Discussion: achieve, attitude, confidence, goals, growth

Genre/Text Type

Realistic Fiction/Series Book Remind children that realistic fiction is a made-up story with characters and situations that could exist in real life. In this series book, children get to know characters they can then follow in other stories.

Supportive Book Features

Text The print is easy to read, and the chapter titles are motivating. Illustrations support key plot points in the story.

Content The main character, Robert, is both likeable and realistic. The dialogue, humor, and fun keep the story moving. Readers can relate to Robert's experiences and will cheer him on.

Praise children for specific use of "Behaviors to Notice and Support" on page 108 of the *Guided Reading Teacher's Guide*.

Challenging Book Features

Text The story relies heavily on dialogue and the writing is often informal. The author uses sentence fragments and informal words such as *um* (page 6), *huh* (page 7), *O.K.* (page 20), and *uh-uh* (page 30). Read examples aloud to help children understand how their inclusion makes the dialogue realistic.

Vocabulary Children may struggle with the challenging adjectives and adverbs used frequently in the text, such as *furiously* (page 6), *humongous* (page 20), *gorgeous* (page 34), *ambitious* (page 43), *noisily* (page 65), and *adorable* (page 86). Help children use context clues to understand what the words describe.

ELL Bridge

To help children practice recounting events in the book, have them take turns selecting an illustration in the book and describing what it shows. For each illustration, have children summarize what is occurring in the scene. In particular, have them describe the emotions of the characters in the illustration, such as the confused look on Robert's face on page 9. Encourage children to use complete sentences in their descriptions.

Developing Comprehension

Thinking Within the Text

Ask children to identify how Robert feels about school. Have them summarize some of the reasons Robert doesn't think he can win the contest.

Thinking Beyond the Text

Have children identify how Robert and Lester's relationship changes in the book. Have children discuss how reaching out to someone and getting to know him or her can make your feelings toward that person change.

Thinking About the Text

Note that, to hold the reader's interest, the author provided clues about the scribbled books so that the reader has a chance to solve the mystery along with Robert. Challenge children to identify places in the story where the author provided other clues, such as Paul's box of colored markers (pages 55-56) and how the scribbles remind Robert of the markers (page 59).

Making Predictions

Tell children that good readers use clues from the story and what they already know to make predictions about what will happen next.

Explain that this helps readers set a purpose for reading. Readers can then see whether or not their predictions are true and can better understand the story.

- Read aloud page 10. Ask children to predict what will happen with Robert's homework. After children have made their predictions, read aloud page 12. Tell them that once their prediction is confirmed or disproved, they should make another one.
- Have children read Chapter 2, "The Paper Keys," and make predictions about Robert and the prize. Have them confirm or disprove their predictions at the book's end.
- Guide children to predict who is scribbling in the books. Have them confirm or disprove their predictions on page 108.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Possessive Words With 's

Remind children that an 's after a person's name or a noun indicates that something belongs to that person or thing.

- Have children read the words *Robert* and *Robert's* on page 10. Ask how the words are different. (The 's at the end of his name indicates that something belongs to him—in this case, his homework.)
- Have children read the second full paragraph on page 12. Discuss why 's is added to the first *Paul* but not the second. As they read, have children note other examples of possessive words with 's.

Developing Fluency

Model reading a page with dialogue while children listen to your phrasing, tone, and expression. Have children read the same text quietly, then aloud, until they have mastered expression and phrasing.

Oral Language/Conversation

Talk About Change Robert goes through changes in the story. Ask children to discuss ways they have changed in the past six months.

Extending Meaning Through Writing

- Have children write about what they find funny in the book and how the book would be different without humor. (**Expository**)
- Have children write a letter from Paul to Robert, congratulating him on winning the certificate. (**Letter**)

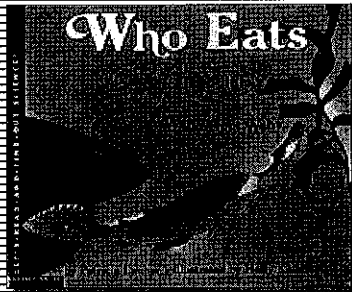
Connecting to Everyday Literacy

Review the flier that Robert makes to advertise his Super Helper service (page 34). Discuss what other kinds of things Robert could have put in the ad. To link children to real-world persuasive text, show them an ad. Discuss what the ad is trying to persuade the reader to do. For more persuasive text, go to <http://www.kidsreads.com/features/more-features.asp> and read one of the "don't miss" features. Ask: *Does this text make you want to read the book?*

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Who Eats What? Food Chains and Food Webs

**GUIDED
READING
PROGRAM**
Text Types



Summary & Standard

In this informational text, readers explore their place in food chains and food webs and how all living things depend on one another for survival. Children will demonstrate comprehension and understanding by articulating basic facts and ideas in what they read.

Author: Patricia Lauber
Genre: Informational Text
Text Type: Picture Book

Word Count: 250+

Themes/Ideas: exploring food chains and food webs; exploring food sources

Making Connections: Text to Self

Talk about what children do to get energy. Point out that humans get energy by eating plants and, for many, animal products. Invite children to generate questions about food sources and the need for energy.

Extend the connection by asking children why people often grow or raise food for themselves or food for others. Then discuss how different animals get energy and the types of food different animals eat.

For additional teaching ideas and resources about food webs, see <http://www.cnr.berkeley.edu/citybugs/teachercorner/foodwebs.html>.

Vocabulary

Essential Words: energy, flow, food chain, food web, fuel, link

Related Words for Discussion: affect, animals, depend, living things, plants, survival

Genre/Text Type

Informational Text/Picture Book Remind children that informational text gives facts about a topic. This informational text includes illustrations that help inform the reader.

Supportive Book Features

Text The concepts and information in the text are supported by colorful illustrations. There are diagrams that will help children visualize the information.

Vocabulary Children may not be familiar with some of the terms, such as *food chain* and *food web*, but key words are clearly explained.

Praise children for specific use of “Behaviors to Notice and Support” on page 108 of the *Guided Reading Teacher’s Guide*.

Challenging Book Features

Text Some pages have several paragraphs of text. Some children may have difficulty with the lengthy sentences and complex sentence structures. Take time to explain how the arrows show what each animal eats and the direction in which energy flows. Also explain how the food chain is shown in the illustrations on pages 13 and 23. (An animal or plant is shown inside the body of the animal that eats it.)

Content The complexity of the food chain and food webs may be difficult for children to understand. Stop often during reading and summarize what has been read. Then allow for a question-and-answer period before moving on to new information.

ELL Bridge

Before children read, discuss the meaning of the words *food chain* and *link*. Create a chain using construction-paper rings. Point to one ring and explain that this is a link. Explain that a chain is made up of links. After reading, have children use paper rings to make one of the food chains depicted in the book. Have children list each link (e.g., person, plant, or animal) on a separate paper ring. Then ask children to use their paper chain to describe the food chain.

LEVEL M

Developing Comprehension

Thinking Within the Text

Ask children to summarize what they learned from the book by stating key facts and ideas. Ask questions such as these: *What is a food chain? What is a food web? Why do living things need food?*

Thinking Beyond the Text

Ask children how people and animals get energy. Then have children reread page 32. Ask: *Why is it important for humans to take care of Earth's plants and animals? Have children discuss what can happen when there is a change in one link of a food chain.*

Thinking About the Text

Discuss the importance of diagrams used in an informational book. Have children look at the diagrams on pages 18–19. Ask: *How do the diagrams help you understand what you read?* Have children trace with their fingers the red arrows to follow which animal eats what.

Understanding Sequence

Remind children that some things happen in a certain order. Signal words, such as *first*, *after*, *then*, and *next*, are often used to indicate a sequence.

- Describe the sequence of the food chain pictured on pages 6–7. Say: *First, the caterpillar eats the leaf. Then, the wren eats the caterpillar. Next, the hawk eats the wren.*
- Help children talk about sequence using one of the more complex diagrams. For example, turn to page 29. Tell children to start with the picture of *tiny plants* at the bottom of the diagram. Ask: *What is one animal that eats the tiny plants? What is one animal that eats that animal?* Help children trace the sequence from tiny plants to killer whale by using sentences beginning with *first*, *next*, *then*, and *last*.

For more prompts and ideas for teaching problem-solving strategies, see page 54 of the *Guided Reading Teacher's Guide*.

Developing Phonics and Word-Solving Strategies

Compound Words

Explain that a compound word is made up of two smaller words. Point out that the smaller words often give clues to the meaning of the compound word. Write *classroom* on the board and discuss the meaning of *class* and *room*.

- Read page 12 as children follow along and stop at the compound word *sunlight*. Discuss the meanings of the smaller words *sun* and *light*. Then ask children to explain the meaning of *sunlight*.
- Continue with *grasshopper* (page 15), *underwater* (page 20), and *seabirds* (page 26), and repeat the routine.

Developing Fluency

Read sections with commas or dashes (such as page 11) to model phrasing throughout whole sentences. Have children follow along and then do a choral reading.

Oral Language/Conversation

Talk About Interdependence Discuss how all living things depend on each other and what part humans play in food chains.

Extending Meaning Through Writing

- Write the words *fox*, *acorn*, and *squirrel* on the board. Have children draw their own food chain based on the words you have written. (**Graphic Aid**)
- Have children write a short paragraph that explains the connection between food and energy. (**Expository**)

Connecting to Everyday Literacy

Explain to children that diagrams help readers visualize and understand the information presented in the text. Discuss the diagram on page 29. For procedural text on food chains, go to http://www.ecokids.ca/pub/eco_info/topics/frogs/chain_reaction/play_chainreaction.cfm. Read about food chains and then follow the directions to build one.